Del Mar College Program Review

History Program

2012-2013

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Executive Summary

Chapter 1 (Assessment Process for Achieving Student Learning Outcomes and General Education Competencies):

Beginning in 2008, the history program began measuring student progress on Student Learning Outcomes (SLOs) through an end-of-semester Key Concepts Exam. The most recent data from the HIST 1301, HIST 1302, HIST 2301 and HIST 2302 Key Concepts Exams show that the program has mostly reached or exceeded its achievement target for each SLO. Results improved after the implementation of clearer and more concise revisions of the original exams for HIST 1301 and HIST 1302. However, changes to the assessment measure and SLOs make it difficult to draw conclusions from the results. Nevertheless, the data are encouraging. The History Program's assessment measures (and perhaps its SLOs) will undergo another period of change in the near future in order to meet the Texas Higher Education Coordinating Board's directives for the 2014 Core Curriculum. As a result, it will again be a challenge to draw legitimate conclusions from data based on changing criteria.

Chapter 2 (Assessment of Program Outcomes/Objectives):

The History program has made clear progress in achieving the goals identified in the previous program review. The faculty also continually work to create a learning environment which fosters student success and access. This is demonstrated in clear and consistent student learning objectives, solid assessment practices, and a continued reflection on the state of the program. Faculty have made improvements to the website, added new courses, and the program has added three new faculty members. Additionally, the program now features as an end-of-semester semester concepts exam in four courses, which has greatly improved assessment practices. Despite these many strengths, some goals such as an effort to assemble a collection of student honors work may be terminated or revised.

Chapter 3 (Instruction Related Activities):

While lecture is the most commonly used instructional method, most faculty members in the History Program supplement lecture with frequent use of audio and video, cooperative exercises, and both in-class and on-line discussion. All faculty members in the Program require significant and varied writing from their students, with assignments emphasizing both careful and accurate written exploration of the past and the development of students' critical thinking skills. All full-time faculty members advise majors throughout the year. Some faculty in the program advise potential majors at area high schools and those who teach Dual Credit courses provide regular, but informal, advising to high school juniors in area school districts. Members of the History faculty support the College's mission through various types of outreach, including presentations at professional conferences, continuing development of the History-in-Film Series, serving as judges for the regional history fair at Texas A&M University-Kingsville, delivering public lectures at the Art Center of Corpus Christi and the Corpus Christi Museum of Science and History, and serving on the Nueces County Historical Commission and the Corpus Christi Landmark Commission. From 2007 through 2012, students successfully completed History courses at DMC at rates between 70% and 80% each fall semester – numbers that are in line with

completion rates division-wide. The number of AA and AAT degrees awarded to students in the History Program has averaged between three and five each year over the past decade.

Chapter 4 (Curriculum Integration and Mobility):

The History Program offers seven courses that transfer as either elective credit or required history curriculum: HIST 1301: United States History I, HIST 1302: United States History II, HIST 2301: Texas History, HIST 2311: Western Civilization I, HIST 2312: Western Civilization II, HIST 2327: Mexican-American History I (offered since Fall 2011), and HIST 2328: Mexican-American History II (offered since Fall 2011). These courses are offered with flexible scheduling options, and online sections of HIST 1301 and 1302 are also offered to fit students' needs. HIST 1301 and HIST 1302 transfer to all regional institutions as core curriculum and as required courses for A.A. and A.S. degrees. The other courses are easily transferable as either required courses in History programs, Mexican American Studies programs, or as electives. The History Program expects to offer more dual credit and online courses in the next five years.

Chapter 5 (Student Educational Intent):

The Del Mar College History Program is doing an excellent job of providing high-quality courses that satisfy our students' greatest demand: transferability. This study demonstrates that History faculty have found a satisfactory balance between maintaining high academic standards and assuring that students complete our courses and receive the credits they need for transfer or graduation.

Chapter 6 (Effective Personnel Utilization):

Enrollment in history courses has grown slightly during the past five semesters. Five full-time tenured instructors, four full-time tenure-track instructors, and eight part-time adjunct instructors taught 62 sections to service 1,819 students in the History Program in the Fall 2012 semester. In addition to teaching classes, History faculty have offered advising, served on numerous, collegewide and departmental committees, screening committees, and program review committees for the Social Sciences Department and other departments. They also actively engage the professional field and the community in ways, including (but not limited to) giving public lectures, publishing books, articles, and reviews, volunteering, and supporting the DMC History in Film series. The Program has used its personnel effectively, and suggests adding one tenure-track faculty member within the next five years in an effort to reduce the History Program class size and further enhance the quality of History instruction at Del Mar College.

Chapter 7 (Cost Effectiveness):

The History Program continues to offer cost effective instruction. During the past five year, it has experienced an enrollment increase of 5.2% while decreasing sections by 1.6 percent. The College has experienced a decrease of 7.6 percent in fall contact hours over the past ten years. The History program has increased by 17.5 percent in that same period. Most of the history enrollment at Del Mar College derives from the state law that requires anyone receiving a baccalaureate degree in Texas to complete six hours of United States history. The data also demonstrates a mostly steady increase in enrollment for Internet Dual Credit students. The History Program has a sizeable workload, having had a student-to-full-time-equivalent-teaching-staff ratio of 33.7 to 1, 55.7 percent higher than the divisional ratio and 99.0 percent higher than the College-wide FTE student-to-full-time-equivalent-teaching-staff ratio in the fall of 2012.

Another factor enhancing the History Program's favorable level of cost effectiveness is its minimal support staff. The program has a support "staff" of one Administrative Assistant who is shared with the four other programs that make up the Department of Social Sciences.

The overwhelming majority of students stated that they were satisfied with instruction at Del Mar College and in the History Program. Most impressive was that over ninety percent (91.1%) indicated that Del Mar teachers in this subject were attentive and concerned about their students and over seventy percent (73.7%) responded that what they learned in this subject is what they needed to learn in order to succeed. The History program has offered quality, cost-effective instruction and support, despite a heavy workload.

Chapter 8 (Strategic Advantage):

One strategic advantage that the Del Mar College History Program has over similar programs at Texas A & M University at Corpus Christi and Texas A & M University at Kingsville is the cost per semester credit hour. Other Program strengths include transferability, faculty involvement in numerous community service projects, and the Program's excellent reputation for maintaining high academic standards and challenging students to perform at their best. A significant Program weakness is class size as the student-to-teacher ratio for History courses remains higher than the college-wide ratio and a majority of History students cited smaller classes as a reason for taking courses at Del Mar College rather than other institutions.

Recommendations/Future Action Plans

- 1.) To continue to build on the faculty's commitment to professional development through faculty research and exposure to new pedagogical resources and strategies (supports Core Criteria 3, 6, and 8).
- 2.) To continue to incorporate new approaches into the Program's existing courses in effort to enhance our students' abilities to engage in local, national, global and cross-cultural communities (supports Core Criteria 2, 3, 6, and 8).
- 3.) To build on the Program's successes in engaging the local community through public lectures, contributions to newsletters and newspapers, volunteering in the schools, serving on organization or government boards and commissions, undertaking publically beneficial research or service-learning projects, and/or providing other forms of volunteer service (supports Core Criteria 4, 6, and 8).
- 4.) To continue to develop courses that will give our majors a competitive advantage in the workforce and at four-year institutions. These courses will/may include Mexican-American History I, Mexican-American History II, and the Academic Cooperative in History (a theory and practice and project-based capstone). The Program will also continue to review and revise its curriculum, and will consider replacing courses in its degree plan with options that better serve the educational needs of our students and majors (supports Core Criteria 2, 4, 5, 6, and 8).
- 5.) To explore ways to develop and facilitate conversations about pedagogy and history within the History Program and/or between the Program faculty and faculty from other disciplines. Possibilities might include regularly scheduled themed discussion meetings among History faculty, in which faculty share teaching ideas; development of a lecture series or lecture exchange with other local institutions; interdisciplinary panel discussions; etc. (supports Core Criteria 6 and 8).
- 6.) To redevelop program-wide assessment processes and measures to fit the 2014 Core Curriculum (supports Core Criteria 1 and 2).
- 7.) Assuming college support, the History Program will add one additional full-time, tenure-track faculty over the course of the next five years to meet the demand for high quality history instruction in the Coastal Bend region.

Action Plans from the Most Recent Detailed Assessment Report:

1.) Improve the History Program Website:

Additions should be made to the History Program web site, now maintained by the Information Services Department, to reflect the faculty's wish that the site include information about the study of history and careers in history. Such information needs to

be gathered, organized, and made available to the ISD to upload to the site. *Substantial progress has been made on this objective*.

2.) Establish and Maintain a History Honors Project Collection:

An initial process is in place to collect History Honors Projects from the faculty members who sponsor them, but the collection needs to be continually improved and enlarged. In particular, a process needs to be established to assure the collection of every project from every instructor, and to identify a means of housing the collection so that faculty may refer to it as needed. *Minimal progress has been made on this objective*.

3.) Develop Mexican-American History Courses:

Develop either Mexican-American History I, Mexican-American History II, or both to be offered in upcoming years. This/these offering(s) will be part of the new Mexican-American studies major in development at Del Mar College. *Substantial progress has been made on this objective*.

4.) Evaluate Unmet Goals for HIST 1301, HIST 1302, HIST 2311, and HIST 2312 Concepts Exams:

The History Program will continue to evaluate the Key Concepts Exam data for unmet Student Learning Objectives, especially since the revised exams have been administered for a limited amount of time. History faculty will discuss future approaches to improve student performance and/or evaluation measures for these SLO's. *Progress has been made on this objective*.

Chapter I: Assessment Process for Achieving Student Learning Outcomes and General Education Competencies

Courses and Student Learning Objectives:

The history faculty employs a variety of methods to assess student performance in each class, but has developed six Student Learning Outcomes (SLOs) which apply program-wide. Until the 2011-12 academic year, the program had 18 Student Learning Outcomes. Believing that such a high number was cumbersome (in agreement with the director of assessment at Del Mar College), the program faculty empowered a small group of history faculty to develop these six objectives, which then received approval from the entire program faculty. Each of these outcomes furthers the Del Mar College Strategic Plan by supporting section 1.1, "Quality: Maximize Student Learning." The current Student Learning Outcomes are:

- 1) Students will demonstrate mastery of the key concepts and changing interpretations within the discipline of history. They will understand important events, themes, and alternative systems and theories.
- 2) Students will demonstrate knowledge of the realities faced by major political, religious, racial, ethnic, and gender minorities, as well as the major reform efforts focusing on these groups.
- 3) Students will demonstrate understanding of the changing relationships between regions, countries, and people around the world.
- 4) Students will demonstrate the ability to differentiate between acceptable and unacceptable sources of historical information and evidence, and will be able to analyze and interpret the meaning of historical evidence in the form of excerpts from important documents.
- 5) Students will demonstrate the ability to employ appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- 6) Students will demonstrate the ability to use history as a tool to examine contemporary social, cultural and political issues.

The following courses offered by the History Program are paired with the subsequently listed SLOs (and assessed):

HIST 1301: SLOs 1-4 HIST 1302: SLOs 1-4 HIST 2311: SLOs 1, 5-6 HIST 2312: SLOs 1, 5-6

Faculty have not assigned program-level Student Learning Outcomes to HIST 2301, HIST 2327, and HIST 2328. HIST 2327 was offered for the first time during the fall 2012 semester and HIST 2328 will be first offered in the spring 2013 semester.

These Student Learning Outcomes address directly and/or reinforce the following General Education/Core Curriculum Associations (quoted from Weaveonline):

2010.1 READING COMPREHENSION - The student will demonstrate comprehension of key ideas from assigned readings, written materials or texts.

2010.2 READING-ANALYZE The student will analyze a variety of written material.

2010.3 READING INTERPRETATION - The student will interpret a variety of printed materials.

2010.4 READING-INFERENCES - The student will draw conclusions from given text.

2010.13 CRITICAL THINKING ANALYZATION -The student will analyze and interpret data.

2010.14 CRITICAL THINKING INTERPRETATION - The student will interpret data.

2010.15 CRITICAL THINKING PROBLEM SOLVING - Use methods for applying both qualitative and/or quantitative skills analytically, evaluate arguments, construct alternative strategies.

In the program's classes and on the Key Concepts Exam (discussed below), students are required to use critical thinking skills to place important events and ideas in their historical and geographical contexts and comprehend and evaluate the possibilities and limitations of written historical evidence (see above Student Learning Outcomes). Faculty teaching HIST 2311 and HIST 2311 include in their courses SLOs 5 an 6 in order to properly address the specific criteria that allow these classes to be in the core curriculum as fulfilling the social and behavioral sciences requirement.

Assessment Methodology:

From 2008 to 2010, the history faculty used end-of-semester fifty-question Key Concepts Exams for HIST 1301 and HIST 1302 to measure performance on the aforementioned Student Learning Outcomes. It was piloted in the 2007-2008 academic year and went "live" beginning in the fall of 2008. It has been administered in every section of these courses during the fall and spring semesters. During the 2009-2010 academic year, a group of history faculty revised the exam in order to make it more accurately reflect student learning (e.g., elimination of vague wording, etc.). The revised exam (now 35 questions) was first given to students at the end of the fall 2010 semester. The History faculty uses a 15-question Key Concepts Exam for HIST 2311 and HIST 2312. It has been administered in every section of the course each fall and spring semester, beginning with the spring (HIST 2311) and fall (HIST 2312) of 2011.

Questions on the exams measure the knowledge and critical thinking skills necessary for students to master the program's SLOs. For instance, the following example from the HIST 1301 exam requires students to understand how to read a primary source and interpret its overall meaning. This represents a key stage in the larger process of weighing evidence to create and/or evaluate historical arguments.

Question #6:

Read the following passage from the comments of Powhatan to Captain John Smith of the Virginia Company in 1608:

Let this therefore assure you of our loves, and every yeare our friendly trade shall furnish you with Corne; and now also, if you would come in friendly manner to see us, and not thus with your guns and swords as to invade your foes.

From the passage, which of the following can reasonably be concluded?

- a) Smith and the Virginia colonists had been pursuing peaceful trade with the Powhatan Indians.
- b) Powhatan was anxious to rid Virginia of the English colonists.
- c) Powhatan was primarily interested in trading for guns and ammunition.
- d) Powhatan was willing to provide the English with food in return for peace.

Target:

When the program began administering the Key Concepts Exams, faculty decided that cumulatively, the overall average score for selected questions paired with each Student Learning Outcome on tallied Key Concepts Exams, should be 60% or higher. This percentage represents the equivalent of a minimal passing grade for courses offered in the history program. History faculty members have discussed the appropriateness of the 60% target, and decided that 70% would represent a more desirable and yet achievable objective for student performance on the Concepts Exams.

Results:

*See below for list of previous SLOs

History 1301 (2008- Spring 2011 SLOs)

	2008/09 (cumulative)	2009/10 (Cumulative)	Fall 2010 (new exam)	Spring 2011 (new exam)
SLO 1	59%	58	69	69
SLO 2	59	58	71	72
SLO 3	59	58	68	67
SLO 4	64	62	76	77
SLO 5	49	49	82	80

SLO 6	66	66	67	66

History 1301 (Fall 2011- SLOs)

	Fall 2011	Spring 2012
SLO 1	70%	68
SLO 2	72	71
SLO 3	79	75
SLO 4	74	70

History 1302 (2008-Spring 2011 SLOs)

	2008/09 (Cumulative)	2009/10 (Cumulative)	Fall 2010 (new exam)	Spring 2011 (new exam)
SLO 7	66%	65	69	70
SLO 8	66	66	76	76
SLO 9	66	66	69	70
SLO 10	62	62	58	59
SLO 11	72	70	81	83
SLO 12	41	40	42	46

History 1302 (Fall 2011- SLOs)

	Fall 2011	Spring 2012
SLO 1	69%	69
SLO 2	71	72
SLO 3	54	68
SLO 4	62	63

HIST 2311 (SLOs Spring 2011)

	Spring 2011
SLO 13	46%
SLO 14	82
SLO 15	78

HIST 2311 (SLOs Fall 2011-)

	Fall 2011	Spring 2012
SLO 1	68%	71
SLO 5	67	79
SLO 6	57	77

HIST 2312 (SLOs Fall 2010-Spring 2011)

	Fall 2010	Spring 2011
SLO 16	75%	88
SLO 17	57	60
SLO 18	71	78

HIST 2312 (SLOs Fall 2011-)

	Fall 2011	Spring 2012
SLO 1	77%	88
SLO 5	67	77
SLO 6	88	57

Previous SLOs:

- 1.) Students taking History 1301 should demonstrate mastery of the key concepts and events in history of the United States from 1500 to the end of the American Civil War in 1865. **HIST 1301**
- 2.) The student who successfully completes History 1301 will demonstrate knowledge of the realities faced by major racial, ethnic, and gender minorities as well as the major reform efforts focusing on these groups in the United States from 1500 to the end of the American Civil War in 1865. **HIST 1301**
- 3.) The student who successfully completes History 1301 will demonstrate knowledge of the impact of social, political and economic events and ideas on the development of the United States from 1500 to the end of the American Civil War in 1865. **HIST** 1301
- 4.) The student who successfully completes History 1301 will demonstrate understanding of the changing relationship between the United States and other areas of the world from 1500 to the end of the American Civil War in 1865. **HIST 1301**
- 5.) The Student who successfully completes History 1301 will demonstrate the ability to analyze and interpret the meaning of historical evidence in the form of excerpts from important documents in United States history from 1500 to the end of the American Civil War in 1865. **HIST 1301**
- 6.) The student who successfully completes History 1301 will demonstrate the ability to differentiate between acceptable and unacceptable sources of historical information and evidence relevant to the United States from 1500 to the end of the American Civil War in 1865. HIST 1301
- 7.) Students taking History 1302 should demonstrate mastery of the key concepts and events in history of the United States from the end of the American Civil War in 1865 to the beginning of the twenty-first-century. **HIST 1302**
- 8.) The student who successfully completes History 1302 will demonstrate knowledge of the realities faced by major racial, ethnic, and gender minorities as well as the major reform efforts focusing on these groups in the United States from the end of the American Civil War in 1865 to the beginning of the twenty-first-century. **HIST 1302**
- 9.) The student who successfully completes History 1302 will demonstrate knowledge of the impact of social, political and economic events and ideas on the development of the United States from the American Civil War in 1865 to the beginning of the twenty-first century. **HIST 1302**
- 10.) The student who successfully completes History 1302 will demonstrate understanding of the changing relationship between the United States and other areas of the world from end of the American Civil War in 1865 to the beginning of the twenty-first century. **HIST 1302**
- 11.) The student who successfully completes History 1302 will demonstrate the ability to analyze and interpret the meaning of historical evidence in the form of excerpts from important documents in United States history from the end of the American Civil War in 1865 to the beginning of the twenty-first century. **HIST 1302**
- 12.) The student who successfully completes History 1301 will demonstrate the ability to differentiate between acceptable and unacceptable sources of historical information and evidence relevant to the United States from the end American Civil War in 1865 to the beginning of the twenty-first century. **HIST 1302**

- 13.) Students completing HIST 2311 will employ appropriate methods, technologies and data that social and behavioral scientists use to investigate the human condition. HIST 2311
- 14.) Students completing HIST 2311 will use and critique explanatory systems or theories. **HIST 2311**
- 15.) Students completing HIST 2311 will connect material to contemporary social issues. **HIST 2311**
- 16.) Students completing HIST 2312 will employ appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. HIST 2312
- 17.) Students completing HIST 2312 will use and critique explanatory systems or theories. **HIST 2312**
- 18.) Students completing HIST 2312 will develop and communicate alternative explanations or solutions for contemporary social issues. **HIST 2312**

The most recent data from the HIST 1301 and HIST 1302 Key Concepts Exams show that the program has mostly reached or exceeded its achievement target for each Student Learning Outcome. Before the implementation of the revised Key Concepts Exams for HIST 1301 and HIST 1302, the program had typically fallen short of the target for the previous SLOs, #5 and #12. The new exam is clearer and more concise. As a result, students improved their scores. Also, the reduction in the number of SLOs led to a proportionately larger number of questions applying to each SLO, creating more statistically valid results. The program's action plan to carefully revise the Key Concepts Exams proved to be successful. The students' scores on the HIST 2301 and HIST 2302 Key Concepts Exams also generally suggest that the program has been successful in meeting or exceeding the achievement target for each pertinent SLO. While this data is useful, HIST 2301 and HIST 2302 Key Concepts Exam results are less statistically reliable, because of the relatively small number of students taking these courses. Therefore, the results can fluctuate significantly from semester to semester. Altogether, it is difficult to draw too many conclusions from the Key Concepts Exams for each course, since there have been frequent changes in our measures (revision of the Concepts Exams) and in the Student Learning Outcomes. Nevertheless, our data is encouraging.

Potential Changes in Assessment Measures to Address the 2014 Core Curriculum:

The History Program's assessment measures (and perhaps its SLOs) will undergo another period of change in the near future in order to meet the Texas Higher Education Coordinating Board's directives for the 2014 Core Curriculum. The program faculty is currently discussing how it will address each aspect of the four Core Objectives, which HIST 1301 and HIST 1302 (at a minimum) are responsible for: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility. Currently, program faculty members are considering three options: 1.) to revise the Key Concepts Exam to more directly assess these core objectives 2.) to create an ad-hoc committee after each semester to evaluate writing samples from each class using a common rubric 3.) to require all program faculty to re-assess one of their writing assignments using a common rubric. They would then report the results for entry into WEAVEonline (this rubric would be used for program-level data reporting only unless an individual instructor decided at his or her discretion to use it also to determine students' grades).

Chapter II: Assessment of Program Outcomes/Objectives

Faculty promptly undertook the task of achieving program goals upon completion of the last review in the spring of 2008. Such efforts represent continuity with long established efforts to "maximize student learning." These efforts correspond directly with the college's strategic goal enhancing students' educational experiences at Del Mar College. The history faculty demonstrates commitment to this goal through the creation of clear and concise Student Learning Outcomes, relevant and intentional curriculum, and high quality instruction. The goal of student success is fully integrated into the professional practice of faculty who design and teach high-quality history courses across a broad range of content areas. Students who complete history courses at Del Mar are provided with opportunities to improve their critical thinking skills, reading comprehension, and writing. All of these aptitudes are critical for educational and professional success. The history faculty also promotes the related goal of "student access" by maintaining a history program website. This effort also supports the strategic goal of communicating the mission of the college to the larger community.

History faculty has recently developed six student learning objectives as the principal tools of assessing student learning. These SLOs also serve as a means to assist in goal setting and the formulation of action plans. These Student Learning Objectives include the following: 1) Demonstrate mastery of key concepts and changing interpretations within the discipline of history. Students will understand important events, themes, and alternative systems and theories. 2) Students will demonstrate knowledge of the realities faced by major political, religious, racial, ethnic and gender minorities, as the major reform efforts focusing on these groups. 3) Students will demonstrate understanding of the changing relationships between regions, countries, and people around the world. 4) Students will demonstrate the ability to differentiate between acceptable and unacceptable sources of historical information and evidence, and will be able to analyze and interpret the meaning of historical evidence in the form of excerpts from important documents. 5) Students will demonstrate the ability to employ appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. 6) Students will demonstrate the ability to use history as a tool to examine contemporary social, cultural and political issues. An integral part of the program is the administration of a concept tests which consist of questions that assess student mastery of all of these objectives.

These SLOs were developed after a lengthy process of discussion and deliberation; nevertheless, the faculty acknowledge the need to continually refine the SLOs. A particularly noteworthy improvement in the program's SLOs has been a significant streamlining in their language and number. In the Fall of 2011, the faculty determined that the number of SLOs were excessive; thus, they were greatly reduced from eighteen to six. The reduction of the number of SLOs has helped to clarify various components of the assessment process. It has simplified the process of composing Weave Reports and contributed to reducing redundancy. The faculty include these SLOs on their syllabi, use them as tools in the construction of program-wide assessments, and view them as crucial in the ongoing reflective process of improving instruction.

These SLOs have been particularly indispensable in composing, improving, and evaluating our program-wide assessment for the 1301, 1302, 2311, and 2312 courses. Since the completion of

the last program review in the spring of 2008, the faculty accomplished their program goal of constructing and administering concept exams in all four of these courses. Additionally, they made substantial revisions to the 1301 and 1302 concepts exams by removing awkward or redundant questions. This has greatly served in making the assessments less onerous for students and faculty while still yielding abundant data. Faculty have found these concept exams to be important in assessing student competence in relation to the program SLOs. Faculty established an achievement target of a cumulative score of 60% or higher on all of the Concept tests. The history faculty were pleased to know that students have, in the vast majority of cases, exceeded this 60% target, often achieving a 70% average. Furthermore, students have greatly exceeded this average in relation to many of the SLOs. However, program members have also discovered areas of student weakness. Such is the case in relation to SLO 4 which measures student ability to analyze primary documents.

History faculty, with the support of the college, have achieved many of the objectives outlined in the previous program review. A particularly welcome development was the hiring of three exceptionally qualified tenure track faculty. The addition of Dr. Gerald Betty, Dr. Mark Robbins, and Dr. Kimberly Hill have added immeasurably to the educational experience of Del Mar students. Another goal which was partially met was the further training of faculty in online instruction. Several faculty have been trained on Blackboard and Dr. Kim Hill represents a welcome addition to those already engaged in online teaching. This effort will undoubtedly continue in the upcoming years.

Faculty have also demonstrated commitment in a number of other areas as well. For instance, The History Program website was greatly improved over the last five years. Visitors to the website can easily access information about the faculty, the nature of the courses, and the many benefits of taking history courses at Del Mar. Students also can gain additional insights about the field and career opportunities by exploring the various links on the website. The program also greatly added to its course offering by adding two Mexican American history courses both of which were approved by the curriculum committee. Dr. Gerald Betty taught the first Mexican American History I course in the fall of 2012 and efforts have been made to advertise these offerings campus wide. Despite this progress, limited progress has been made in some areas such as the goal of collecting and displaying history honors projects.

In summary, the majority of the goals identified in the last program review has either been met or have been the focus of significant progress. The faculty dedication to student success is an intentional commitment that manifests itself in course design, assessment practices, as well as a continued reflection of the overall quality of the program. The history faculty met at the beginning of every semester to discuss assessment practices, report progress on program goals, and set specific goals aimed at improving the students' educational experience. Additionally, the history program coordinator and Weave administrator play a particularly important role in ensuring the all the history faculty members are continually informed regarding progress towards meeting program objectives. These positions rotate through the members of the program to ensure that the entire history faculty is conversant in these important issues.

Chapter III: Instruction Related Activities

Teaching Methods:

Among the faculty in the History Program, lecture is the primary teaching method. However, the form of lecture most frequently used is best described as interactive lecture, as it relies heavily on student involvement in the exploration of course material. As one instructor explains, "My students' answers [to interpretive questions that are posed to them based on their examination of primary source material] contribute to shaping the flow of each lecture, allowing them to become active participants in the lecture, instead of engaging only as listeners and note-takers." This statement appears to be relatively representative of the approach to lecture used by many members of the History faculty. Further, it should be noted that almost all who teach History courses at Del Mar College seek to provide structure and clarity within the framework of their lectures though the use of Power Point slides that provide, among other things, key words, major concepts, and important questions, in addition to visual images and audio and video clips. The point of this merging of a traditional instructional approach with a contemporary presentation technology is to "open up" the classroom, engage students more fully in the actually "work" of studying the past, and help them not only to hear an instructor talk about the past, but to "see" that past and, at least occasionally, to think more deeply and meaningfully about that past.

Beyond lecture, a variety of other instructional activities are used in the History courses taught at DMC. Cooperative activities (involving both whole-class and smaller group assignments) are widely incorporated into course design. For instance, students might be asked to complete some background research on the origins of World War I and the position of the United States during the first three years of that war, then take part in a simulation designed to help them more fully understand how and why the nation chose to enter the war. In class, students are assigned to small groups, each group representing a particular American state during the period of 1914 through 1917. As each group receives additional information about the war in Europe and the ways that it affected the neutral United States, the students in each group must weigh the costs and benefits of entering the war and decide for themselves whether or not the nation should remain neutral or enter the war – and if so on which side. Groups are also asked to help design imaginary museum displays that accurately reflect what they have learned about the topics covered through lecture. Others use a cooperative approach to the teaching of topics including the Constitution and the structure and powers of the government it created, the historical meaning of the events that took place at the Alamo, and the methods and historical importance of the New Deal. In all such cases, the use of small groups is designed to get students involved in actually "doing" history rather than simply "listening" to history.

All members of the History faculty require significant writing from their students under the belief that one of the best ways to learn history is to read about it and write about it. Writing assignments used in History courses are remarkably diverse. Some are based on students' reading of assigned material in a textbook. Others are based on students' reading of primary sources or historical monographs. Specific assignments ask students to explore editorial cartoons from the late 1890s that commented on developments in Cuba leading to the Spanish-American War or consider the view of abolitionist Frederick Douglass that American slavery was harmful not only to the slaves but to their masters as well. Another assignment is also

designed to sharpen students' on-line research skills by asking them to "locate a preselected work of art on the World Wide Web and examine it in its historical context, considering the reliability of the Web sources used." In all cases, and regardless of the particular assignment, shared goals of all writing assignments made by members of the History faculty include 1) careful and accurate exploration of the past and 2) the development of students' critical thinking skills.

Student Advising Opportunities:

Data provide by the Office of Strategic Planning and Institutional Research (OSPIR) indicate that the History Program has some 92 majors in two areas: twenty-three in the Associate of Arts in Teaching: History major and sixty-nine in the History major. As a result, faculty advising of students is an important part of the work done by members of the History faculty. All full-time tenured (or tenure-track) members of the faculty advise History majors throughout the year. Formal advising takes place during the scheduled advising "seasons" in the fall, spring, and summer. During these formal advising sessions, faculty members explain the requirements and expectations of each of the two History majors, discuss students' educational and career goals, and help History majors make appropriate course choices. In addition, some members of the History faculty have taken part in off-campus advising opportunities at a number of Corpus Christi high schools. It should be noted that significant (although unmeasureable) advising also takes place informally on a regular basis, as History faculty members meet with students before or after class, during office hours, or simply in the halls to discuss the field of History, transfer requirements, scholarship opportunities, and the like. Similarly, those History faculty members who work with area Dual Credit students (usually more than 100 per semester) provide a good deal of informal advising to these high school juniors who complete both high school and college United States history requirements simultaneously. Through their regular interaction with these students – in person or on line – these faculty members answer questions and help students better understand the study of history and the requirements and expectations of DMC's History degree plans.

Outreach:

DMC History faculty members regularly support the College's mission through various types of college, local, regional, and even national outreach activities. Most have chosen films for the program's History-in-Film Series. Part of this work involves the development of short introductions to the films which are delivered by History faculty members to provide viewers with relevant historical context for the motion pictures in the series. A number of faculty in the program regularly serve as judges in various categories of the regional history fair activities held at Texas A&M University – Kingsville as part of National History Day. In the past academic year, faculty members in the History Program have delivered public lectures at the Corpus Christi Museum of Science and History (on the homefront during World War I), the Art Center of Corpus Christi (on the novel *True Grit* as a work of historical fiction), and in Brownsville, Texas, Memphis, Tennessee, and Washington, D.C. (on Texas Jewish history). One member of the History faculty is scheduled to deliver the keynote address at a national conference in Austin, Texas, during the summer of 2013 and has been selected national co-chair for the Southern Jewish Historical Society's 2014 conference. Another member of the History faculty won

Humanities Texas funding for and is co-directing an oral history project on Hispanic farm labor in Nueces County. In addition, he has published a number of articles in local, regional and national historical reviews. Others in the program serve on the Nueces County Historical Commission, and the Corpus Christi Landmark Commission. Some participate regularly in local activities including recycling drives, food distributions in association with the Food Bank of Corpus Christi, and area beach clean-ups.

Grade Distribution:

Grade distribution data suggest that students completing History courses succeed at rates comparable with Arts and Sciences courses as a whole. For instance, comparison of Fall semester grades from 2007 through 2012 indicates that approximately 71% of students completing History courses passed with letter grades between A and C. While the division-wide data provided by OSPIR cover only the period from Spring 2010 through Fall 2012, they indicate that in all college-level courses taught in the Division of Arts and Sciences some 69% of course-completers passed with letter grades between A and C. Clearly, the grade distribution among those students completing History courses at DMC is in line with the division-wide grade distribution, although this grade distribution is lower (usually by about ten percentage points) that the grade distribution in college-level courses within the Division of Business, Professional, and Technical Education.

More detailed examination of grade distribution within the History Program reveals that during the Fall semesters from 2007 through 2012 some 23% of History course-completers earned Alevel grades, 28% earned B-level grades, and approximately 20% earned C-level grades. While comparable division-wide and college-wide data were not provided by OSPIR, it seems fair to assume that these data suggest successful teaching and successful learning in the College's History courses.

It should be noted, however, that students completing History courses consistently earn D-level grades and failing grades at slightly higher rates than the divisional average. Comparing Fall semester final grades between 2007 and 2012, the number of D-level grades earned in DMC History courses has increased slightly: 5.9% in 2007, 6.9% in 2008, 6.7% in 2009, 6.4% in 2010, 8.4% in 2011, and 7.6% in 2012. For the sake of comparison, between 2010 and 2012, the number of course-completers earning D-level grades in college-level Arts and Sciences courses ranged from a low of 4.6% in the Spring 2010 semester to a high of 5.3% in Fall 2011 and Fall 2012 semesters. Comparing Fall semester final grades between 2007 and 2012, the number of failing grades earned in DMC History courses has increased consistently: 7.7% in 2007, 6.9% in 2008; 10.6% in 2009, 11.1% in 2010, 16.1% in 2011, and 17.0% in 2012. This represents a fairly significant increase in the number of failing grades being earned by students in History courses. Division-wide, the number of college-level course-completers earning failing grades ranged from a low of 8.1% in the Fall 2010 semester to a high of 10% in the Fall 2012 semester. As in the case in History courses, then, the short-term trend among students completing collegelevel Arts and Sciences courses appears to be in the direction of increased numbers of failing grades.

It should be noted that during this same period (2007-2012) the number of web-based courses being offered by the Program has increased. As students in web-based courses traditionally have earned D-level grades and failing grades – and also withdrawn – at higher rates than students in face-to-face courses, there may be some connection between these two realities. To further complicate this issue, however, it must be noted that the fastest growth in web-based courses offered in the History Program has been among Dual Credit sections. Students in those courses are often high-achieving, high-ranking, and academically successful and they are more likely to earn A- through C-level grades than are traditional students in either face-to-face or on-line courses. However, as the data packet provided by OSPIR did not provide information specific to Dual Credit courses or web-based courses or comparison of web-based courses and face-to-face courses, what little is known in this area is anecdotal and conjectural. There may certainly be additional explanations for the recent rise in D-level grades, failing grades, and withdrawals earned by students in History courses, but without additional data those explanations are also merely educated guesses. Nonetheless, there is no question that this issue is a troubling one and that it deserves consideration and discussion by the Program's faculty.

Course Completion Rate:

Data provided by OSPIR indicate that students enrolled in DMC History courses complete those courses at rates noticeably higher than those for the Division of Arts and Sciences as a whole. Comparing Fall semester final grades between 2007 and 2012, the number of students withdrawing from DMC History courses has remained relatively consistent, falling slightly from 2007 through 2010 and increasing slightly since then: 14.1% in 2007, 11% in 2008, 9.9% in 2009, 8.1% in 2010, 11% in 2011, and 11.5% in 2012. For the sake of comparison, between 2010 and 2012, the number of students withdrawing from college-level courses in the Division of Arts and Sciences courses has ranged from a low of 15.8% in the Spring 2010 semester to a high of 19.7% in Spring 2011 semester. More complete understanding of these data, however, requires that student withdrawal numbers be combined with the numbers of students earning failing grades in History courses to determine a more precise course completion rate. Based on Fall semester final grades between 2007 and 2012, the number of students successfully completing DMC History courses (that is, earning final course grades in the A-level to D-level range) has ranged from 70% to 80%: 78.2% in 2007, 82.1% in 2008, 79.5% in 2009, 80.8% in 2010, 72.0% in 2011, and 71.5% in 2012. While these numbers suggest successful teaching and successful learning in DMC History courses, the noticeable decrease in completion rates over the past two academic years is worthy of consideration by the Program's faculty. It should be noted that the History Program's completion rates are very much in line with those found divisionwide. Between 2010 and 2012, the number of students completing college-level courses in the Division of Arts and Sciences courses has ranged from a low of 71.7% in the Spring 2011 semester to a high of 75.7% in Spring 2010 semester. During the Fall 2012 semester, some 73% of students completing college-level courses offered by the Division of Arts and Sciences successfully completed those courses; a rate slightly higher than that for all courses offered by the History Program.

Program Completion Rate:

While the History Program has consistently attracted a respectable number of majors, the number of those majors to complete the Program's curriculum and receive Associate in Arts (AA) and/or Associate in the Art of Teaching (AAT) degrees from Del Mar College traditionally has been low, largely because many History majors choose to transfer to four-year universities to pursue Bachelor of Arts degrees before completing all of the coursework needed for the AA and/or AAT degrees. Over the past ten years, the number of AA degrees awarded to History majors has ranged from a low of zero in the 2003-2004 academic year to a high of nine in the 2010-2011 academic year. Over that period of time, an average of between four and five AA degrees were awarded yearly. Since the inception of the AAT degree for History students in 2005-2006 academic year, at least one student per year has earned the degree, with a high of ten such degrees awarded in the 2009-2010 academic year. Over that period of time, an average of between three and four AAT degrees were awarded yearly.

Chapter IV: Curriculum Integration and Mobility

Curriculum Integration

Between the 2007-2008 school year and the 2012-2013 school year, the History Program has offered the following courses:

HIST 1301: United States History I

HIST 1302: United States History II

HIST 2301: Texas History

HIST 2311: Western Civilization I

HIST 2312: Western Civilization II

HIST 2327: Mexican-American History I (offered since Fall 2011)

HIST 2328: Mexican-American History II (offered since Fall 2011)

Most of the class sections offered are service courses that provide the history requirements of the college's academic degree plans. All transfer programs require HIST 1301 and HIST 1302. An average of 25 sections of HIST 1301 were offered to DMC students on campus every full semester between Fall 2007 and Fall 2012. An average of 19 sections of HIST 1302 were offered to DMC students per semester in the same time frame. HIST 2327 and HIST 2328 are also service courses that count toward the Associate in Arts Mexican American Studies degree program.

History majors are required to complete HIST 2311 and HIST 2312, and English majors also complete HIST 2311 as a requirement. Non-majors can receive elective credit for these courses. HIST 2327, HIST 2328, and HIST 2301 are also offered as electives for History majors. Students completing an Associates in Teaching choose between HIST 2301, HIST 2311, and HIST 2312 to complete their Social Studies content area requirements. Of the two required courses for History majors, an average of one section was offered for both HIST 2311 and HIST 2312 each full semester since Fall 2007.

Each History course requires college-level reading and writing skills as prerequisites. The prerequisite is based on evaluation of student test scores to indicate REM level of 3-3-1 in developmental reading, writing, and math.

The department offers a variety of options for students to access the curriculum at convenient times and locations. Since Fall 2007, sections of HIST 1301 have been offered online during

every full semester except Spring 2009 and during every Summer 1 session. HIST 1302 was offered online in Spring 2009 and every full semester since Fall 2010. An average of five HIST 1301 internet sections were offered every full semester since Fall 2007, including dual credit options for local high schools. An average of four HIST 1302 internet sections were offered since Fall 2007, including dual credit options. One or two online sections of each course was offered during the Summer 1 or Summer 2 sessions since 2008. The number of online sections during the Fall or Spring semesters has increased on average since Fall 2009.

In addition, the department offered one section of HIST 1301 and 1302 by video distance learning during the Fall 2007 to Spring 2008 school year. At least two sections of HIST 1301 have also been offered consistently for dual credit students in a classroom format every Fall semester since 2007. Likewise, at least one dual credit section of HIST 1302 has been offered every Spring semester.

Beyond these courses, the Program offers flexible scheduling with courses available mornings, afternoons, and evenings. The Program expects to increase its dual credit offerings in the next five years pending the hiring of one additional faculty member who would teach courses at high schools in San Patricio County. Meanwhile, more full-time faculty will gain web-based teaching skills through the Spring 2013 training sessions designed to help DMC faculty transition from Blackboard software to Canvas.

Satisfactory Mobility

Transferability of Courses With Other Institutions: All of the courses offered by the DMC History Program are typical of other college level History curriculum. HIST 1301 and HIST 1302 are part of the state-mandated core curriculum and United States History requirements taken by all students seeking academic degrees from accredited Texas colleges and universities. The other courses – HIST 2301, HIST 2311, HIST 2312, HIST 2327, and HIST 2328 – are easily transferable as either required courses in History programs, Mexican American Studies programs, or as electives. The courses correspond with other area colleges and universities as follows:

<u>DMC</u>	Coast	tal Bend College	TAMU-CC	TAMU-K	Univ. of Incarnate Word
HIST 13	301	HIST 1301	HIST 1301	HIST 1301	HIST 1321
HIST 13	302	HIST 1302	HIST 1302	HIST 1302	HIST 1322
HIST 23	301	HIST 2301	HIST 3331	HIST 4346	HIST 2322
HIST 23	311	N/A	HIST 2311	elective credit	HIST 2321
HIST 23	312	N/A	HIST 2312	elective credit	HIST 2322

HIST 2327 elective credit elective credit elective credit N/A

HIST 2328 elective credit elective credit elective credit N/A

In previous years, Del Mar College offered HIST 2305 (Military History), which transferred to some colleges but not to others. HIST 2305 is not transferable currently to any local college. Also, Coastal Bend College requires a sophomore-level course in World History rather than Western civilization, and thus does not accept Del Mar's HIST 2311/2312 for transfer credit.

TAMU-CC, TAMU-K, and the University of the Incarnate Word all offer bachelor's degrees in history; TAMU-CC and TAMU-K also offer master's degrees. The TAMU-CC undergraduate history program requires coursework on the history of the U.S., Texas, Europe, Mexico, Latin America, and East Asia with options for Mexican American studies. All of Del Mar's history offerings transfer readily as part of this required curriculum. English majors at TAMU-CC who are not seeking secondary teaching certification are also required to take either HIST 2311 or HIST 2312. The requirements for history majors at TAMU-K require World History, rather than Western Civilizations.

Transferability and Articulation Within Del Mar College: All students seeking Associate in Arts and Associate in Science degrees at DMC must take HIST 1301 and HIST 1302. Other history courses may also fulfill elective credits. Students seeking Associate in Applied Science degrees may take any history course to fulfill the general education requirement for a social/behavioral science course.

^{*} Texas A&M- Corpus Christi and Texas A&M- Kingsville offer Mexican American History as one upper-level combined course from the first settlers through the present.

Chapter V: Student Educational Intent

Student Demographics:

Most students take History courses to address degree requirements. The overwhelming majority of History students (92.4 percent) intend to transfer to another university or college to complete their education. 1.3 percent of History students are also History majors, and careers in education seem to be what encourages students to major in History, although many other public and private sector career opportunities exist for History majors. Introductory History survey courses are often the first exposure students have to quality History courses and may encourage them later to major in History once they transfer to four-year institutions.

Enrollment in the History Program was almost 16.5 percent (1,819 students) of Del Mar's entire student population of 11,030 students in the Fall 2012 semester. The demographics of the students in the program are approximately correlated with the total student body and the community as well. In the Fall of 2012, Hispanics made up 54 percent of the discipline's students; Whites of non-Hispanic origin made up 32.2 percent; Blacks of non-Hispanic origin made up 2.9 percent; and Asian/Pacific Islanders, Native Americans, International, and Unknown accounted for the remainder. The total student population had 56.7 percent Hispanics, 28.6 percent Whites, and 3.6 percent Blacks, with the same groups comprising the remainder. Of students taking a History course in the Fall of 2012, 81.4 percent held freshman status, much greater than the 66.1 percent of Del Mar students overall who were freshmen; 14.2 percent were sophomores, many fewer than the 24.4 percent of Del Mar students overall. In the Fall of 2012, women made up 56.5 percent of the students in History classes, compared to 57.6 percent of the college overall. The average age of these History students was 22.6 years, which was about two years younger than the college-wide average.

Student Needs:

In Fall 2012, the college conducted a survey of History students in 11 face-to-face classes and three online classes. Altogether, 201 surveys were returned (54.5 percent of those distributed in face-to-face classes and 32.3 percent of those from online classes). That semester the program conducted 62 sections of History with an average class size of 29.3 students, representing 87,312 contact hours. When asked about their most important reason for attendance at Del Mar, 65.8 percent indicated their interest in transferring to a four-year college. 47.5 percent indicated that completing a two-year degree was a short-term goal, while 95 percent indicated that completing at least a four-year degree was a long-term goal; 36.9 percent plan to continue for graduate-level study. Of those surveyed, 58.7 percent plan to transfer with a Del Mar associate's degree. Of those planning to transfer to another college or university, 44.5 percent chose TAMU-CC.

During the Fall 2012 semester, History faculty distributed a total of 1,831 grades. Of these students, 20.4 percent received A grades, 24.4 percent Bs, 18.6 percent Cs, 7.6 percent Ds, and 17 percent Fs. Contrasting the total percentage of History students who received a C or better

(63.4 percent) with the portion of students college-wide who received a C or better (66.7 percent), it is clear that History faculty assign grades and set the difficulty of their courses on par with those of other disciplines. The withdrawal rate for students in History, 11.5 percent in Fall 2012, is notably lower than that of Arts and Sciences (16.9 percent) or of the college overall (14.5 percent).

Although 36.1 percent of History students withdraw or finish with a D or F, the college survey indicated a high degree of satisfaction with History courses. 85.5 percent of respondents rated "the quality of instruction in the subject" either "good" or "excellent," while 89.4 percent agreed that "Del Mar teachers in this subject are attentive and concerned about their students." When asked if the material they learned in their Del Mar History class was "what I need to learn in order to succeed," 76.1 percent indicated "yes."

The same survey asked students to rank the importance of college resources and services to success in History classes and to evaluate the suitability of those resources. The items ranked highest in importance were: "Appropriate and helpful teaching methods in the subject" (94.7 percent rated "very important" or "important"); "Library facilities, resources, and hours" (90.1 percent); "Development of skills and knowledge I need to succeed in my career" (85.8 percent); "Availability of a program advisor" (84.6 percent); and "Availability of courses when needed in this subject" (83.1 percent). The survey indicated a generally high degree of satisfaction with how well the History Program is delivering on these priorities. Respondents rated "Appropriate and helpful teaching methods in the subject" at 86 percent either "very satisfied" or satisfied," "Library facilities, resources, and hours" at 89.3 percent, "Development of skills and knowledge I need to succeed in my career" at 80.8 percent, and "Availability of courses when needed in this subject" at 81.9 percent. Only "Availability of a program advisor," which 71.5 percent rated "very satisfied" or "satisfied" could be seen as an area in which extra attention may be needed.

In the area of advising, the survey asked students if they were given accurate information about the subject prior to enrolling, and 76.4 percent indicated "yes." 86.4 percent agreed that the History courses they were advised to take were appropriate. These figures indicate general approval of the advising offered by History faculty, which suggests that the problem leading to a relatively low satisfaction score (71.5 percent) is one of advisor availability, not of quality or accuracy. That conclusion is supported by the survey's discovery that only 51.5 percent of students had worked out a degree plan with an academic advisor.

Conclusion:

This analysis suggests that students take Del Mar College History courses for a variety of reasons, but that no factor is more important to them than transferability. The 36.1 percent of History students who either withdraw or finish with a D or F indicates that faculty are maintaining a high standard of quality. Since Fall 2007, the average grade for all History courses at Del Mar has been 2.64, representing a high degree of success on the part of students and faculty. Maintaining faculty's high expectations, while continuing to provide students with the learning and transfer opportunities they seek, should remain our highest priorities.

Chapter VI: Effective Personnel Utilization

There were 5 full-time tenured instructors, 4 full-time tenure-track instructors, and 8 part-time adjunct instructors in the History Program in the Fall 2012 semester. The regular teaching load for these full-time instructors is five sections per semester. Although several of the full-time instructors agreed to teach overloads, there was still a demand for part-time adjunct instructors in order to meet students' demand for these core courses. With a significant number of History courses taught by adjunct instructors, the History Program needs to continue to ensure that these adjunct instructors be adequately supervised. In the Fall 2007 semester, the History Program offered 63 sections to service 1,729 students. In the Fall 2012 semester, the History Program offered 62 sections to service 1,819 students. The six-year Fall semester average for the History Program is 64 sections providing history courses for 1,837 students per semester. The total number of students enrolled in history classes in the Fall 2012 represented 16.49 percent of the total student body.

Objective: Assuming college support, the History Program will add one additional full-time, tenure-track faculty over the course of the next five years to meet the demand for high quality History instruction at Del Mar College, and in an effort to reduce the History Program class size in an effort to further enhance the quality of History instruction at Del Mar College.

The full-time tenured and tenure-track faculty advise History majors each semester. There were twenty-four declared History majors in the Fall 2012 semester. The History Program had fifty-seven declared History majors in Fall 2007.

Full-time faculty members have reported participation in both on-campus and off-campus professional development activities between 2008 and 2012. Current faculty members continue to build an impressive record in academe through participation in both on-campus and off-campus professional development activities. These activities include training in the use of Internet course software, participation in conferences and workshops focusing on improved teaching and learning, and attending professional conferences.

The Full-time faculty serve on college-wide and departmental committees. History faculty have also served on numerous screening committees and program review committees for the Social Sciences Department and other Departments.

Recent professional activities-including professional development activities, publications, presentations, and service-for the full-time and tenure-track faculty are listed below.

Gerald Betty, Ph.D.

Reviewed books in the field of American Indian, US West, and Texas History for peer reviewed journals

Participated and attended conferences of the East Texas Historical Association and the Texas State Historical Association in 2012 and 2013

Served as a judge for 2011 National History Day

Attended the "Bridging Cultures" Program sponsored by the American Historical Association and the National Endowment of the Humanities in January 2013

Served on the campus wide Mexican American Studies Committee

Created new Mexican American History I and Mexican American II courses

Brian Hart, M.A.

Attended the annual meeting of the Southern Historical Association, November, 2012, Mobile, AL.

Completed Canvas "Train the Trainers" workshop, December, 2012, DMC.

Participated in day-long Team-based Learning workshop, January 2013, DMC.

Delivered a public lecture, "True Grit and a Little Bit of American History" at the Art Center of Corpus Christi, October, 2011.

Served as a member of a faculty panel discussing Dual Credit students and courses, November 2012, DMC.

Served as a member of the General Education Committee, 2009-2012.

Served as a member of the Faculty Professional Development Committee, 2010-2013.

Organized the day-long Team-based Learning workshop held at DMC, January 2013.

Regularly take part in the Food Pantry at All Saints' Episcopal Church -- a collaboration with the Corpus Christi Food Bank to distribute food to needy residents twice each month.

James Klein, Ph.D.

Published a book through an academic press

Wrote an article that appeared in a peer reviewed journal

Reviewed several books in the field of History for peer reviewed journals

Provided formal comments on scholarly papers presented at an academic conference.

Kimberly Hill, Ph.D.

Grant Recipient, American History, Atlantic and Pacific Bridging Cultures at Community Colleges Project, National Endowment for the Humanities and the American Historical Association, 2012-2015

Nomination, Teacher of the Year Award, Del Mar College, 2010 and 2012

Organizer, "Civil War Songs and Storytelling" Concert by Jed Marum, funded by a POD Faculty Grant, Del Mar College, 2011

Published Book Reviews in the Journal of Southern History (2012) and the Journal of Southern Religion (2011)

Gave Presentations to the South Texas Philosophical Society (March 2012) and the Yale-Edinburgh Conference on the History of the Missionary Movement (June 2011)

Program Coordinator, History Program, Del Mar College, 2011-present

Committee Participant, E-Learning and General Education Committees, Del Mar College, 2010-present

Presenter, Using Online Resources and Popular Music in the Classroom, Professional Development Day, Del Mar College, 2010 and 2012

Presenter, Introductions for the Del Mar College History and Film Series, 2010-2013

Seminar Participant, "Power of Race in American Religion" with Dr. Michael O. Emerson, Calvin College, 2010-2012

Advanced Placement Exam Reader, Educational Testing Service, 2010-2013

Panelist, TX Social Studies Curriculum Standards, Coastal Bend Social Forum, 2011

Member, YWCA Racial Justice Committee, Corpus Christi, TX, 2011- present

Judge, Speech on the Beach Debate Tournament, Corpus Christi, TX, Spring 2010-2011

Precinct Chair, Nueces County, TX, 2010-2011

Member, Southern Historical Association (Blassingame Award Committee)

Member, Texas Association of Black Personnel in Higher Education

Member, Texas Association of Chicanos in Higher Education

Derek Oden, Ph.D.

Fall of 2008- Served as a paper commentator at the Missouri History Conference for a session entitled "Battles, Duels, Identities, and Mercenaries in Colonial and Revolutionary America" at the Missouri Valley History Conference in Omaha, Nebraska.

Presented a paper at the Great Lakes History Conference on October 18th in Grand Rapids Michigan. The paper was entitled, "Dungeons, Dragons and The Devil: The Role Playing Game Controversy of the 1980s."

Spring 2009- Attended the 9th annual Assessment Conference held at Texas A&M University.

Summer 2009- Published a chapter entitled, "The Great Depression in the Countryside" in the book *Great Depression: People and Perspectives (Perspectives in American Social History).*

Fall 2009- Served as an volunteer in the Summit Church youth program on a weekly basis, was appointed chair of the Library Committee, reviewed a history textbook for Cengage publishers.

Spring 2009- Served as a member of the Geography Program Review and authored a chapter for the report, served as a judge for History Day in Kingsville (have continued to do this annually to the present), served as a volunteer for a Del Mar College recruitment outreach at the Blue Angels Air Show in Kingsville. Also began tenure as a leader of a men's group at his church which met weekly for a year.

Fall 2010- Volunteered to assist SI training by presenting a mini-lesson to trainees (continued to do this over several semesters into the Fall of 2011), was appointed to the position of Program Coordinator and served in the position through the Fall of 2011. He was a member of the Freshman Seminar program review committee and composed a chapter for the report. He also began the process of preparing documents for the introduction of two Mexican-American history courses in consultation with other faculty (also met on several occasions with other faculty involved various aspects of the Mexican American Studies Program). He also began his role of administering the concepts tests by alerting faculty every semester to assessment procedures (He has continued his responsibility of tabulating the US II results to the present time). He also composed the concepts exam for Western Civilization and assisted in the development of a concepts test for Western Civilization II.

Spring 2011- Joined Gerald Betty in presenting our proposal for the Mexican American courses to the curriculum committee. Attended and participated in a beach clean-up at Big Shell Beach (He has participated in several similar beach clean-up events over the years). Participated in outreach events with the Summit Church such as volunteering for a church breakfasts and meeting with local first responders about ways we could assist those in need.

Fall 2011- Helped to distribute Turkey dinners for families in need for Thanksgiving.

Spring 2012- Began tenure as a member of the Assessment of Student Learning Committee. I also participated in the Luther Jones Elementary Watchdog Program, which he has continued to do once a year.

Summer 2012- Received a research grant from the Iowa Historical Society, which includes the requirement of a manuscript to be submitted for consideration to the *Annals of Iowa*.

Fall 2012- Began active involvement in Cub Scout Pack 226 by attending campouts, den and pack meetings. Also traveled to Iowa and conducted interviews as part of a larger project examining agricultural change in the Midwest from 1940-1970 in an effort to compose both an article and improve his dissertation for possible publication

Mark Robbins, Ph.D.

Refereed Articles:

Forthcoming (accepted for publication): "Transitioning Labor to the 'Lean Years:' The Middle Class and Employer Repression of Organized Labor in Post-World War I Chicago." *Labor History*.

"Bread, Roses, and Other Possibilities: The 1912 Lawrence Textile Strike in Historical Memory." *Historical Journal of Massachusetts* 40 (Summer 2012): 94-121.

*also working on revising a book manuscript titled," Middle Class Union: Organizing the 'Consuming Public' in Post-World War I America."

Reviews:

Review of May, Vanessa. *Unprotected Labor: Household Workers, Politics, and Middle-Class Reform in New York, 1870-1940* (Chapel Hill: University of North Carolina Press, 2011), *Labor Studies* 37 (June 2012): 237-239.

Review of Cordery, Simon. *Mother Jones: Raising Cain and Consciousness* (Albuquerque: University of New Mexico Press, 2010), *Labor Studies* 36 (June 2011): 323-325.

Review of Davis, John. *Sacco and Vanzetti: Rebel Lives* (New York: Ocean Press, 2004), *Historical Journal of Massachusetts* 38-2 (Fall 2010): 178-180.

Review of *Sacco and Vanzetti* (documentary) (New York: First Run Features, 2007 *Historical Journal of Massachusetts* 38-2 (Fall 2010): 178-180.

Newsletter and Newspaper Articles:

"Social Tensions at Corpus Christi's Crystal Beach Park." *Baysider* (February, 2013) (co-authored)

"Artesian Park and the Layers of Corpus Christi's Urban Past." *Baysider* (August, 2012) (co-authored)

"World War I Comes to Corpus Christi." Baysider (April, 2012).

"Students [to be] Lacking History Education," Op-Editorial in the *Corpus Christi Caller Times*, 7a, 8 April, 2010.

Conference Papers:

Paper: "Confronting the Contested History of the Public Square: Community Engagement with Corpus Christi's Artesian Park." South Texas Oral History Workshop. Texas A&M University-Kingsville, February 16, 2013.

Paper: "Defining American Patriotism and Performing Producerism: White Collar Workers and the World War I Youth Garden Campaign." Education for Workers and the Poor. Organization of Educational Historians Conference, Chicago, IL, October 6, 2012.

Chair/Comment: Panel: Education for Workers and the Poor. Organization of Educational Historians Conference, Chicago, IL, October 6, 2012.

Paper: "The 'Flying Squadron' Declares War on the Profiteers: The U.S. Department of Justice High Cost of Living Division and Middle Class Consumer Politics in Post-World War I America." Panel: American Encounters: Political and Economic. Western Social Sciences Association Conference, Houston, TX, April 13, 2012.

Paper: "Organizing Consumers for Uncle Sam and Self: The U. S. Food Administration and the Refiguring of Middle Class Consumer Identity." Panel: World War I and II: Consumer Responses to War. Popular Culture Association and American Culture Association National Conference, San Antonio, TX, April 20-23, 2011.

Paper: "Transitioning Labor to the 'Lean Years:' Middle Class Grassroots Politics and the Labor Movement in Post-World War I America." Panel: Postwar Challenges to Labor. Thirty-Second Annual North American Labor History Conference, Detroit, MI, October 21-23, 2010.

Paper: "Images of Immigrants in Southern California Middle Class Consumer Activism, 1914-1922." Panel: California Culture. Southwest/Texas Popular and American Culture Associations Conference, Albuquerque, NM, February 10-13, 2010.

Invited Lectures:

"Hispanic Farm Labor in Twentieth Century Nueces County: An Oral History" (co-presented). Corpus Christi Museum of Science and History Winter Lecture Series, Corpus Christi, TX, March 5, 2013.

"Flappers, Bootleggers, and Jazz: The Question of Cultural Change in 1920s America." Corpus Christi Museum of Science and History Winter Lecture Series, Corpus Christi, TX, February 19, 2013.

"How the Middle Class Became "The People": Middle Class Consumer Politics in Early Twentieth Century America." Keynote Address, Phi Alpha Theta Conference, Texas A&M University–Kingsville, October 21, 2012.

"World War I: The Home Front." Corpus Christi Museum of Science and History Winter Lecture Series, Corpus Christi, TX, February 21, 2012.

"Labor History: Now and Then." Coastal Bend Social Forum, Texas A&M University-Corpus Christi, Corpus Christi, TX, February 13, 2011.

"An Historical Perspective on the Use of Consumer Culture in Movements for Social Justice." South Texas Philosophical Society. Corpus Christi, TX, October 15, 2010.

Grants:

Humanities Texas Grant (Co-PI for Nueces County Hispanic Farm Labor Oral History Project), 2012-13

Humanities Texas Grant (Co-PI for Artesian Park Archaeology and Oral History Project), 2012 Del Mar College Foundation Grant (for Artesian Park Archaeology and Oral History Project), 2012

Faculty Grant, Del Mar College, 2011-12

Travel stipend, Organization of American Historians (CC Workshop, Philadelphia), 2010

Professional Service:

Co-director, Nueces County Hispanic Farm Labor Oral History Project, 2012-13

Co-director, Artesian Park Archaeology and Oral History Project, 2012

Peer Reviewer, American Educational History Journal, 2013

Peer Reviewer, submissions to the Organization of Educational Historians annual meeting, 2012

Commissioner on the Nueces County Historical Commission, September 2010-

Commissioner on the City of Corpus Christi Historic Landmark Commission, January, 2010-Vice Chairperson, February, 2012-

National History Day Judge, Texas A & M- Kingsville, 2011-2013

Peer Reviewer for the Historical Journal of Massachusetts, 2010

AP U.S. History Exam Reader, 2011

Other Activities:

Also accompanied a TAMUK study abroad program to New Zealand, attended an OAH workshop for community college history professors in Philadelphia, and attended and took an active role in many conferences and workshops, and has served on a number of DMC committees.

Bryan Stone, Ph.D.

Chair, Del Mar College Faculty Council (term 2012-2013)

Article Publication: "Teaching Southern Jewish History: A Dialogue," with Scott M. Langston, *Southern Jewish History* 15 (2012)

Presentation: "The Chosen Folks: Writing about the Jews of Texas," Temple Beth-El, Brownsville, Texas, November 2012

Columnist: "Texas Views on Texas Jews," Jewish Herald-Voice, Houston, Texas

Book Publication: *The Chosen Folks: Jews on the Frontiers of Texas* (University of Texas Press, 2010) (Winner: Southern Jewish Historical Society Book Prize, 2011)

Visiting Professor, Schusterman Center for Jewish Studies, The University of Texas at Austin, Summers 2009-2012

Lisa Welch, M.A.

Spring 2008-2013, Del Mar College, Nominated for Teacher of the Year

Spring 2008-2013, DMC Intramural's Department 100-Mile Challenge Participant

Fall 2008, Alpine Helen, Georgia (Re-creation of an Alpine Village) and Anna Ruby Falls (Tour)

Fall 2008, Savannah's Historic District, Georgia (Tour)

Spring 2009, Olduvai Gorge and Leakey Museum, Tanzania, Africa (Tour)

Spring 2009, Serengeti National Park (Exploration and Encampment)--Tanzania

Summer, 2009, Screening Committee for Dean of Business, Professional, and Technology Education

Fall 2009, Grand Canyon National Park (Exploration and Encampment)

Spring 2010, Biltmore Estate, Asheville, North Carolina (Tour)

Spring 2010, Southern Poverty Law Center, Montgomery, Alabama (Tour)

Spring 2010, Dexter Avenue King Memorial Baptist Church, Montgomery, Alabama (Tour)

Fall 2010, Academic Freedom/Shared Governance, Dr. James Klein

Fall 2010, Green Classroom, Green World, Teresa Klein

Fall 2010, Del.icio.us: Serving Up Satisfying Web Resources, Dr. Kimberly Hill

Spring 2011, Charleston's Historic District, South Carolina (Tour)

Spring 2011, Sixteenth Street Baptist Church, Birmingham, Alabama (Tour)

Spring 2011, Birmingham Civil Rights Institute (Tour)

Spring 2011, Oak Alley Plantation, Vacherie, Louisiana

Fall 2011, Del Mar College, Small Business Center Workshop

Spring 2012, Tutankhamun: The Golden King and the Great Pharaohs, MFA, Houston, Texas

Spring 2012, Holocaust Museum, Houston, Texas (Tour)

Spring 2012, Lyndon B. Johnson National Historical Park, Texas Hill Country

Summer 2012, Historic Sanctuary of Machu Picchu, Cuzco, Peru (Tour)

Fall 2012, Taj Mahal and Agra Fort, India (Tour)

Spring 2013, Screening Committee for Chair of the Social Sciences Department

Chapter VII: Cost Effectiveness

General:

According to data from the Office of Strategic Planning and Institutional Research, the History Program enrolled an average of 1,837 students from the Fall 2007 through the Fall 2012 semesters. During that six-year period, the peak semester was Fall 2010 with 1,995 students. Although the Fall 2012 semester enrolled only 1,819 students, the History Program has experienced an enrollment increase of 5.2% while decreasing sections by -1.6 percent. The College has experienced a decrease of 7.6 percent in fall contact hours over the past ten years. The History program has increased by 17.5 percent in that same period. The data reflects that the program has also increased contact hours by 5.2 percent in the last five years. That five-year period also indicates that on average, 4,264 students were enrolled in 156 sections of history courses per year over the past five years. The annual average class size was 27.4 and annual contact hour totals in history averaged 204,662 between 2007-2008 and 2011-2012. About 16 percent of annual contact hours were taught during summer.

The data (based on classroom responses) indicates that the 1,819 students enrolled in the fall 2012 semester included 92 majors (69 Associate of Arts in History declared majors and 23 Associate of Arts in Teaching declared majors). The number of history majors has averaged 87 per fall semester over the past six years. The majority of the 1,819 students were enrolled in HIST 1301 (1,206) and HIST 1302 (524). The remaining 89 students were enrolled in HIST 2301 (51), HIST 2311 (28) and HIST 2312 (10). Thus, as has been the norm for many years, most of the history enrollment at Del Mar College derives from the state law that requires anyone receiving a baccalaureate degree in Texas to complete six hours of United States history. Almost all (92.3%) of the history enrollees at Del Mar indicated that they plan to transfer to another college or university and close to fifty percent (49.7%) transfer to Texas A&M-Corpus Christi and close to ten percent (9.2%) transfer to Texas A&M-Kingsville. Other universities listed by students in the fall 2012 Student Survey were also in the state of Texas. Student Survey data indicates that 65.5 percent of students enrolled in History classes during the fall 2012 semester plan to earn an associate degree from Del Mar College. The data also demonstrates a steady increase in enrollment for Internet Dual Credit students with only a slight drop in the fall 2011 semester. Close to seventy percent (69.3%) of the Student Survey responses reveal that the College prepares students to transfer to a four-year college is the most important reason they are attending Del Mar College.

History is required in all Associate degree transfer programs at Del Mar College. The College's Associate in Applied Science programs or certificate programs *specify* history in their general education requirements, although a few include one Social/Behavioral Science elective for which a history course will suffice.

The Student Survey responses indicate the following factors played a significant role (a "major reason") for Fall Semester 2012 History students choosing to attend Del Mar College: affordable tuition and fees (70.2%); convenient location (62.5%); credits transfer well (57.5%); financial aid available (50.3%); and other factors. Over eighty percent (80.8%) stated if they could start college over, they would choose to attend Del Mar College and that (94.0%) would recommend

Del Mar College to a friend and (83.2%) would recommend the history class to a friend. Most impressive was that over ninety percent (91.1%) indicated that Del Mar teachers in this subject were attentive and concerned about their students and over seventy percent (73.7%) responded that what they learned in this subject is what they needed to learn in order to succeed. The Student Survey data reveals that a quarter of the students enrolled in the fall 2012 semester worked more than 35 hours per week.

History is a program primarily for full-time college transfer students who plan to complete a bachelor's degree at another college or university and it best serves its students by offering quality, college-level work that will prepare students for success at the universities to which they transfer. The Student Survey data responses indicate that students strongly agree (93.5%) classes in history are scheduled at a time that is convenient and another (91.1%) responded that classes are offered at times when they are needed. Responses revealed that (80.5%) of required courses in other academic area are offered at times when needed. As in the past, there is no significant market for history classes among students of the Associate in Applied Sciences programs or certificate programs. The number of these programs requiring their majors to take *any* history courses seems to have decreased over the years.

Staffing:

The History Program had a student-to-full-time-equivalent-teaching-staff ratio of 33.7 to 1, 55.7 percent higher than the divisional ratio and 99.0 percent higher than the College-wide FTE student-to-full-time-equivalent-teaching-staff ratio in the fall of 2012. The contact hours generated per FTE teaching staff (6,468) in the fall of 2012 were 44.1 percent higher than the contact hours generated College-wide and 29.0 percent higher than the average for the Division of Arts and Sciences. The History Program hired three full-time, tenure-track faculty members in the fall of 2009. Therefore, nine full-time faculty and eight adjuncts taught history courses during fall 2012 semester. **This is one of the most sizeable workloads of any program at Del Mar College.**

The History Program faculty members are in direct contact with more students more frequently than most other faculty members at Del Mar College. This noticeably higher than average contact hours per full-time equivalent staff number demonstrates the program's cost effectiveness.

Support Staff:

Another factor enhancing the favorable level of cost effectiveness of the History Program is its minimal support staff. The program has a support "staff" of one Administrative Assistant who is shared with the four other programs that make up the Department of Social Sciences. This creates the following comparative statistics: the FTE teaching-staff-to-support-staff ratio for the Social Sciences Department in the fall of 2012 semester was 37.43, significantly higher than 21.50 divisional and 19.64 College-wide ratios.

The History Program's teaching-staff to support-staff is very minimal, considering that the program is one of five programs in the Department of Social Sciences served by the

department's one administrative assistant. This far exceeds the usage of staff than the College as a whole and again demonstrates the program's cost effectiveness.

Chapter VIII: Strategic Advantage

Del Mar College's History Program provides an excellent response to a demonstrated community need, but its History program is not unique. Similar courses are taught at Coastal Bend College, TAMU-K, and TAMU-CC. There is overwhelming evidence that Del Mar's two basic History courses, 1301 and 1302, are fully transferable to virtually any college or university in the country. One strategic advantage that Del Mar has over TAMU-K and TAMU-CC is the cost per semester hour. This advantage is likely to continue, despite the announced tuition increase scheduled for fall 2013. In addition, Del Mar has the advantage of smaller classes compared to four-year universities in the area. Another advantage is the dedication and expertise of the Del Mar History faculty. The 2012 student survey indicates that students are well pleased with the instruction and the material covered in the History classes.

Transferability of Courses: As with lower division History courses taught throughout the state of Texas and the nation, the content of Del Mar College's History courses is comprised of content established by tradition and training. Because the History instruction at the college adheres to this practice, Del Mar's History courses transfer anywhere in the nation. Of students surveyed in the Fall 2012 semester, 85.5 percent completing History courses at Del Mar reported that the instruction received was "good" or "excellent."

Objective: As proposed in the 2008 Program Review, the History faculty has completed and implemented program-wide, end-of-semester Key Concepts Exams in all sections of HIST1301 and HIST1302. The Program will further refine these Key Concepts Exams in the next five years to enhance information on instructional quality in these courses. The student performance target for the Key Concepts Exam will be as follows: students will score an average of at least 70 percent on the Key Concepts Exams for HIST 1301 and/or HIST1302 (on a 100-point scale).

Related Programs: Virtually all colleges and universities offer History survey courses similar to those offered at Del Mar College. All of Del Mar College's primary transfer institutions offer baccalaureate degrees in History that require credit in introductory survey courses.

Demographics: In Fall 2012, 15.8 percent of all students enrolled at Del Mar College took History classes compared to almost 14 percent in 2002. Those who took History classes exhibited the following traits: the majority (56.57 percent) were female and were freshmen (81.4 percent). Full-time enrollment (12 or more semester credit hours) made up 47.7 percent of those taking History, as compared to the college average (30.0 percent enrolled full-time). A large majority of students were under the age of 25 (75.9 percent), compared to 88.0 percent in 2007. The average age of History students (22.6) differs markedly from the average of all students at Del Mar College (24.7). In Fall 2007, Hispanics comprised 54.4 percent of History enrollments, Anglos were 36.8 percent of all History students, and African-Americans made up 2.7 percent. In Fall 2012, 55.7 percent of History students were Hispanic, 28.6 percent were Anglo, and 3.6 percent were African-American. On average, History students averaged slightly more credit hours than the typical Del Mar College student (9.7 hours versus 9.5 hours).

Transfer Intentions: Most of Del Mar's History students in 2012 (92.4 percent) intended to transfer to a 4-year institution and planned to earn a baccalaureate degree, and 58.7 percent of History students plan to graduate from the College with an associate's degree, compared to 47.9 of all History students in 2007. Most History students (80.3 percent) indicated that ease in the transfer of credits from Del Mar College to receiving institutions was a reason in their decision to attend Del Mar. Of the potential four-year graduates in the 2012 survey, 44.5 percent of students planned to attend TAMU-CC, 8.8 percent listed TAMU-Kingsville as their choice, and 6.0 percent listed Texas A &M University—College Station.

Objective: Only one history graduate completed the college's Graduating Student Survey during the 2011-2012. To increase participation in such surveys, the History Program will consider making the survey a mandatory part of Application for Graduation to collect and analyze graduating students' views on their educational experience in their major field of study, level of satisfaction with Del Mar College resources and services, as well as their skills improvement.

Student Perceptions: According to the Fall 2012 Program Review Survey, most Del Mar College students (90.5 percent) enrolled in History courses indicated that the program offers History courses at convenient times, and that required courses in this subject are offered at times when they need them (87.4 percent of students). An overwhelming majority (85.5 percent of students) rated the quality of instruction in the College's History Program as "good" or "excellent". When asked if they would choose to attend Del Mar College if they could start over, 75.8 percent of students responded in the affirmative. Asked if Del Mar teachers in History are attentive to and concerned about students, 89.4 percent agreed. History students at Del Mar College plan to continue their education at four-year schools. Most History students at Del Mar indicate majors other than History.

A significant percentage of students change majors or encounter other factors that delay achievement of a bachelors degree beyond the traditional four-year period. Given the very high percentage of Del Mar students who work while attending school full-time (52.3 percent are part-time students and 51.8 percent work more than 16 hours each week), a longer college career than the traditional four years is more likely the rule rather than the exception. Del Mar College provides such students an inexpensive, quality opportunity early in their career to address graduation prerequisite courses through the History curriculum. It is likely that later in their academic career, some students change from the major first declared at Del Mar College to History once career opportunities in education, or some other History professions, come within their grasp. A History course is a foundation for most academic courses of study. It is certainly an excellent opportunity for students motivated to pursue higher education and to achieve a better understanding of the world.

The 2012 student survey indicates that 83.4 percent of History students chose Del Mar because of the low cost; 86.4 percent of students chose it because of its convenient location. Further, 75.0 percent of students stated that they took courses at Del Mar College because of its academic reputation; and 67.2 percent of students chose Del Mar because classes were smaller there than elsewhere. Without quality in the courses and the transferability of the credits to four-year institutions, these advantages would be negated. In direct relation to the students' wishes, the History program at Del Mar maintains its credibility.

Responses to Community Needs: Del Mar College's History Program has a strategic advantage by offering an opportunity for local residents to begin their higher education where costs are low and where appropriate quality courses are available at convenient times. Area residents have confidence in the program's quality, as well as in the transferability of their courses to colleges where they intend to complete their degrees.

Accreditation: All courses taught in the College's History Program are accredited by the Southern Association of Colleges and Schools (SACS). Accreditation by another agency is not applicable to the History Program.

Program Strengths: Transferability: In the fall of 2012, a large majority (92.4 percent of History students) planned to transfer to a four-year institution, compared to 92.8 percent of all History students in 2007.

Enhanced Instruction: The program continuously seeks ways to enhance its instruction. The department maintains twelve Gateway 2000 Destination Digital Media systems to enhance instruction. Eight units are permanently installed in classrooms, and four are mounted on rolling platforms. To access a larger population, the program offers dual credit courses to area high school students. In Fall 2011, in response to student interest, the History program began offering two courses in Mexican-American History.

Faculty Involvement: The History faculty is actively involved in committee work at all levels of the College and engage in various forms of community service. Faculty serve on college-wide committees such as Faculty Council, General Education Committee, Assessment of Student Learning Committee, Professional Organizational Development Committee, and Curriculum Committee. Off campus, History faculty serve in leadership positions on the Corpus Christi Landmark Commission and the Nueces County Historical Commission. History faculty serve as judges at college speech and public school History competitions, and are active in area churches. This community service strengthens the relationship between Del Mar College and the Corpus Christi community, in keeping with the college mission statement. In the past five years, History faculty attended numerous regional, national and international conferences; and faculty have published two scholarly books and numerous articles for peer reviewed journals during this same period. These efforts keep the faculty abreast of recent scholarship and teaching trends in the field of History to enhance classroom instruction.

Enhanced Library Collection: Faculty members are involved in maintaining an updated, quality collection of books, periodicals, audiovisual materials, and computer software in the College's Library to be used in support of instruction as classroom resources and as resources for students with outside interests.

Standards: The program has an excellent reputation for maintaining high academic standards and challenging students to perform at their best. The average grade (assuming a four-point scale) for History courses over the past five years has been 2.64 by semester compared to 2.82 in all college-level courses during the same period. With an eye toward enhancing academic quality, the Program has created an archive of honors projects produced by History students at Del Mar

College. This archive allows faculty to create honors projects that build on the accomplishments of previous projects.

Program Weaknesses:

Class Size: History classes remain quite large. The Fall 2007 FTE student-to-teacher ratio was 19.7 college-wide, 27.3 for the Arts and Sciences Division, and 34.1 for the History Program. The Fall 2012 FTE student-to-teacher ratio was 19.64 college-wide, 21.5 for the Arts and Sciences Division, and 37.43 for the History Program. According to the Fall 2012 student survey, 67.2 percent of History students cite smaller classes as a reason for taking courses at Del Mar College rather than other institutions.

Objective: Assuming college support, the History Program will add one additional fulltime, tenure-track faculty over the course of the next five years to meet the demand for high quality History instruction in the Coastal Bend region. The History Program will consider and urges the college to consider means by which History class size might be reduced to further enhance the quality of History instruction at Del Mar College.